Guidelines for GUIDANCE SERVICES

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Manitoba Education and Training

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I. BACKGROUND: DEFINITIONS AND ASSUMPTIONS

A. PURPOSE OF THE DOCUMENT

The purpose of Guidelines for Guidance Services is to provide direction and assistance to school divisions as they develop responsive, effective and accountable guidance services and programs at the school level.

The Guidelines provide a broad conceptual framework of definitions and goals and outline expectations for service standards. Models and suggestions for the management of guidance services and programs are also provided.

At the outset it is useful to highlight some basic definitions and assumptions which form the basis of this document.

B. DEFINITIONS: STUDENT SERVICES, GUIDANCE AND COUNSELLING

One area requiring early clarification is the use of the terms "student services," "guidance" and "counselling." These terms have sometimes been used interchangeably in the field. In this document, however, they have specific and distinct references.

- **Student Services** refers to all the various support services provided for students and parents in the educational system. These include services such as health services, psychological services, social welfare services, learning support services, speech/hearing services and other clinical and support services. In this document, guidance services are considered one dimension of "student services," but these terms are not synonymous.

- **Guidance**, as an organizational unit, refers to those services and programs of the school which are specifically intended to promote the educational, career and personal/social development of students. Guidance services include processes of counselling, consultation, coordination and collaboration, instruction, information-giving, appraisal, referral and institutional support.

- **Counselling** refers to one particular technique or process of guidance service. It refers to an interpersonal dialogue wherein one person--the counsellor--assists others, as individuals or in small groups, with self-understanding, problem-solving and decision-making and action in areas of educational, career and personal/social development.

The following figure graphically portrays the model of student services which is assumed in this document:

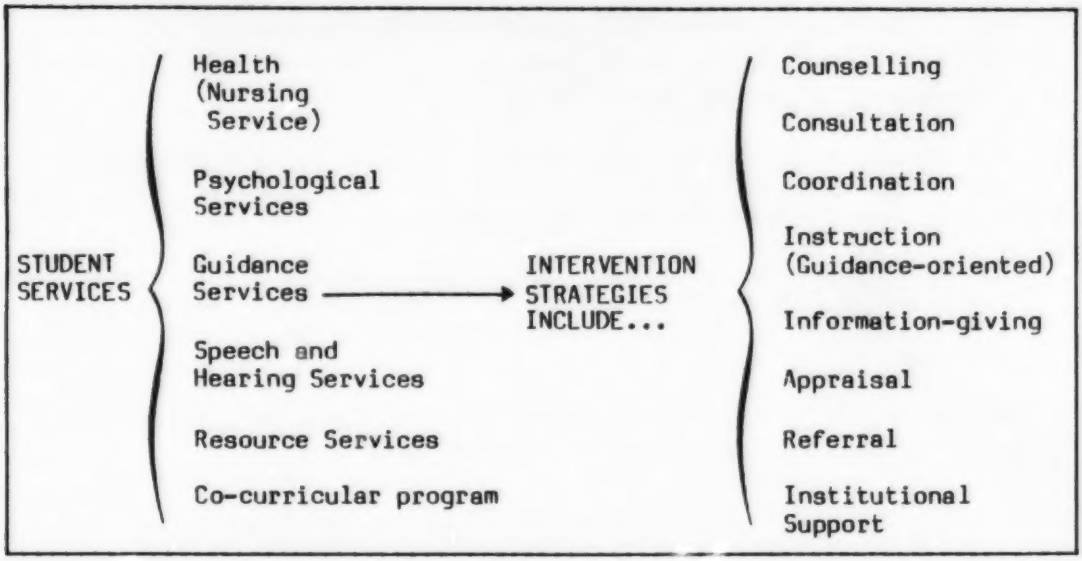

Figure 1

C. GUIDANCE AS A POINT OF VIEW

Apart from its meaning as an organizational unit within the school, the term "guidance" also refers to an attitude or point of view within education itself. In this context, a "guidance-oriented approach" means that stance within educational philosophy which seeks to promote the development of the individual as a unique person. The aim of a guidance-oriented approach is to:

- place primary importance on the developmental needs of the individual, including psychological and emotional needs, feelings, systems of personal meanings, potentialities, values and purposes;
- focus on the enhancement of personal development, chiefly through self-exploration, self-understanding and the acquisition of effective problem-solving, decision-making, planning and social skills;
- respect and promote the autonomy of the individual, stressing the concept that individuals must develop the capacity to solve their own problems and must accept responsibility for their own choices and actions;

- support and assist the individual in learning how to confront and overcome problems in personal life situations;

- address the individual's relation to others, promoting social relationships inside and outside the classroom based on responsibility and caring for others, honesty and mutual respect.

D. THE COLLABORATIVE APPROACH TO GUIDANCE

The provision of guidance programs at the school level is a collaborative interdisciplinary function involving all members of the school staff, and should not be seen as the responsibility solely of school counsellors. Nevertheless, because of their special expertise and qualifications, counsellors are central to the effective operation of both the "guidance team" and the program itself. The "guidance team" comprises all persons in the student's life who have an impact on his/her educational, career and personal/social development. These include principals, clinicians, counsellors, resource teachers, classroom teacher(s) and parents. The specific roles which each of these persons will play with respect to guidance programming will vary from situation to situation and will be defined locally, as these situations require. The guidance team operates within a framework of shared responsibility to identify needs and resources and to plan and to carry out agreed-upon actions to support the student's development and learning. The team also collaborates with community-based agencies and groups to provide out-of-school resources. Counsellors provide specific expertise to the team, are partners in the operation of the team and may also be called upon to coordinate team actions.

E. GUIDANCE AND THE PSYCHO-SOCIAL NEEDS OF STUDENTS

Guidance services respond to the developmental needs of students. These needs arise from the demands and pressures of an increasingly complex society as well as from the nature of human growth and development itself. At every stage of development students need:

- a sense of belonging or membership (i.e., a feeling of being accepted as a worthwhile member of a group and having meaningful, effective participation in that group);

- a sense of a developing personal competence and power to affect their environment;

- a sense of significance, self-respect and self-esteem;

- respect and acceptance from significant adults in their lives (i.e., the sense of being known and valued as individuals);

- autonomy and independence commensurate with their developmental readiness;

- security and structure;

- the freedom and encouragement to develop potential through self-expression, self-understanding and the realization of personal capabilities and talents;

- skills in personal goal-setting, planning and problem-solving.

Guidance programs must be congruent with the developmental characteristics and needs of children at each stage or level of schooling. Section IV, "Developmental Guidance Topics and Programming," illustrates developmental guidance themes corresponding to the three levels of schooling (Early Years, Middle Years, Senior Years).

F. ELEMENTS OF GUIDANCE

Figure 2 presents a graphic representation of the model of guidance services which underlies these Guidelines. The elements of this model are portrayed by the axes of the cube:

- Categories of Guidance Services

  The major categories of guidance services are:
  - Educational guidance (support for the student's academic progress)
  - Career guidance (support for the student's career development)
  - Personal and social guidance (support for the student's personal and social development)

- Developmental/Crisis Focus

  The focus of services is conceptualized as lying on a continuum from "developmental/preventive" to "crisis/remedial," where "developmental/preventive" refers to the normal scope and sequence of student developmental needs and tasks and where "crisis/remedial" refers to those emotionally disturbing (and sometimes life-threatening) problems that must be dealt with immediately.

- Guidance Intervention Strategies

  The major guidance intervention strategies include counselling, consultation, coordination of and collaboration with other agencies and services, instruction on guidance-related topics, information-giving, student appraisal and referral service. These strategies are defined in this document.

- Service Focus

  The "target" groups for guidance services include individuals, small groups, classroom groups, the school as a whole, parents and the community itself.

MODEL OF GUIDANCE SERVICES (K-12)
AREAS OF SERVICE AND INTERVENTION STRATEGIES

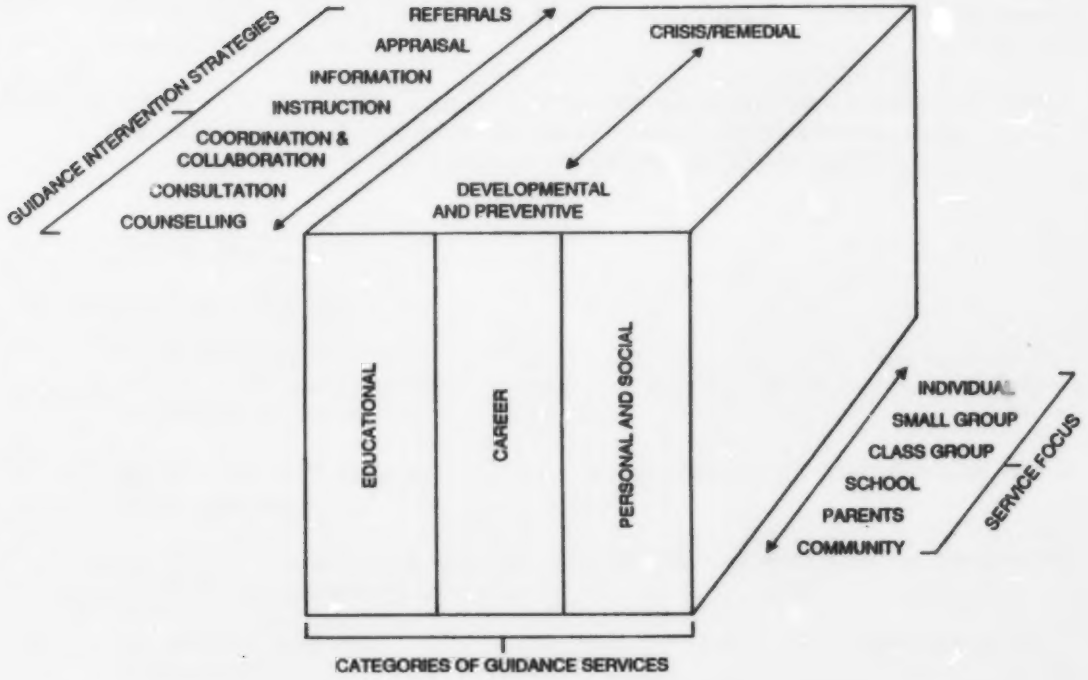

Figure 2

II. GUIDANCE GOALS

A. GENERAL GUIDANCE GOALS

The general goals of guidance are:

- to help students develop self-understanding for more effective and self-directed personal planning, decision-making and problem-solving;
- to assist students in developing the ability to make informed and rational decisions regarding their educational, career and personal/social development;
- to provide students with the required information to make informed decisions with respect to personal/social development, career choices and plans for further education or training.

B. GUIDANCE OBJECTIVES

1. Educational Guidance

- to facilitate the students' successful academic progress and to ensure that each student obtains the maximum benefit from his/her educational experience;
- to monitor and support the academic achievement, progress and needs of students;
- to assist students to acquire the skills and work habits needed for academic progress and success;
- to promote positive, responsive and supportive environments for learning.

2. Career Guidance

- to assist students in making a successful transition from school to work or to post-secondary training/education;
- to assist students in gaining an understanding of opportunities and choices regarding education, training and work;
- to assist students in developing an understanding of interests, abilities, career values and other factors related to career decision-making;
- to assist students in gaining skills in career planning and decision-making.

3. Personal/Social Guidance

- to provide support and assistance for students with academic or personal/social problems; to assist students in learning problem-solving skills;

- to identify and intervene in student problems and difficulties affecting school progress;

- to encourage students to pursue personal and academic excellence and to assist them in developing their individual potential;

- to help students develop and maintain healthy and effective interpersonal relationships;

- to improve students' self-understanding and self-esteem.

III. GUIDANCE SERVICES AND PROGRAMS

In order to realize the guidance goals and objectives, school divisions/schools should prepare and carry out specific and formalized services and programs.

The major school guidance services typically provided are:

1. Counselling

Counselling refers to the process whereby a counsellor assists students as individuals (one-to-one) or in small groups to attain self-understanding and acquire problem-solving and decision-making skills in areas of educational, career and personal/social development.

2. Consultation

Consultation refers to the process whereby all members of the guidance team work collaboratively--sharing information, resources and ideas--to meet student needs through a systematic problem-solving approach. Cooperative planning and sharing of ideas and resources results in more effective provision of services for all students. Consultation is directed both at solving immediate problems and at increasing problem-solving ability for the future.

3. Coordination

There are many sources of assistance available to students both within and outside the school. The guidance service brings together all appropriate agencies and human resources to meet student needs.

4. Instruction

Provision of instruction on guidance-related topics or skills typically involves classroom or group work and may occur in a variety of courses and units. (See Section IV on developmental guidance programming for examples of guidance-related topics.)

5. Information Services

The school is responsible for supplying students, parents and teachers with accurate, current information on educational, career and personal/social matters (e.g., the function of the high school credit system, course requirements for entrance into the various university programs of study, etc.).

Methods of conveying information to students, parents and staff include the following:

- presentations, seminars or conferences;
- homeroom discussion sessions;
- publications (pamphlets, bulletins, books, catalogues, magazine articles, etc.);
- newsletters to the home;
- units within courses;
- information libraries or resource centres;
- videos, films and other audio-visual materials;
- computerized information systems;
- parent conferences.

6. Appraisal/Testing

Student appraisal involves the collection and use of data from such sources as standardized or teacher-initiated tests and inventories to help students and their parents make choices and decisions concerning educational and career matters.

7. Liaison with and Referrals to Community Agencies

The community offers a large array of resources upon which the school can and should draw. One element of the school's guidance function is collaborative work with community agencies offering complementary services. The school counsellor plays a pivotal role in mobilizing and coordinating community services and resources available to the school. Every school should maintain an up-to-date listing of appropriate local referral or resource agencies. These might include:

- Canada Employment Centres;
- Child and Family Services agencies;
- mental health services;
- Child Guidance Clinic;
- services for Native peoples; Manitoba Indian Education Association;
- clergy;
- multicultural services;

- community agencies and service groups;
- legal and correctional services;
- medical services.

Referrals to outside agencies must be made in situations where the needs of the student require a more specialized response, when the problem or need of the student is considered to lie outside the mandate of the school, or when there is a legal requirement to do so. The first priority for the school guidance service should be to develop the problem-solving abilities of all students. In focusing on the singular therapeutic needs of those relatively few students who require the services of more specialized agencies, there is a danger that the school's counselling resources will be monopolized and exhausted, leaving too little time and attention for the more comprehensive developmental programs.

School Support

Guidance services provide a general support to the school by promoting positive staff-student and peer relationships within the school and a positive interpersonal and organizational climate within the school. They also promote cooperation and collaboration among the school, homes, agencies and community in providing programs that support and encourage the development of the student. In addition, guidance services are frequently involved in research, monitoring and developing an understanding among staff of the students' personal/psychological and learning needs.

IV. DEVELOPMENTAL GUIDANCE TOPICS AND PROGRAMMING

The developmental approach constitutes a major emphasis in guidance programming. It entails the provision of guidance services to all students as an integral part of the overall school program. Developmental guidance responds to and is congruent with the developmental needs and concerns of students at each of the three levels of schooling (Early Years, Middle Years, Senior Years).

Many authorities see the processes of rational decision-making and problem-solving as a central focus in developmental guidance and counselling. From this viewpoint, the major purpose of guidance programs within the school is the development of the individual's ability to apply problem-solving processes to questions of a personal/social, educational or career nature. (See Appendix A for descriptions of rational decision-making and problem-solving processes.)

The implementation of developmental guidance by the school involves specific programming in areas such as:

- facilitating self-understanding and self-development;
- assisting students with decision-making and problem-solving skills in areas of personal/social, academic and career concerns;
- facilitating interpersonal and social development;
- assisting students with academic progress and school adjustment;
- facilitating career development and the transition from school to work;
- providing assistance to staff, administrators and parents regarding the guidance needs of their students/children.

Designing developmental guidance programming at divisional and school levels involves:

- giving consideration to the characteristics and needs of the particular learners (age, developmental level, language proficiency, cultural background, etc.);
- specifying aims and objectives for the particular program;
- specifying content and methodology (learning activities and group techniques);
- identifying appropriate resource materials;

- identifying human resources, including the supporting roles of other members of the guidance team;

- determining evaluation methods.

School divisions and schools are encouraged to promote the developmental approach to guidance which assists all students with their normal development, rather than responding exclusively to specific crises.

The following figure provides examples of developmental guidance themes at each of the school levels. It is the role of the local school division or school to determine the particular developmental programming needs and issues in its locality and decide upon the specific approach by which to translate such themes into learning outcomes for students. These themes may either be integrated within the school's classroom program or treated as special guidance units.

DEVELOPMENTAL GUIDANCE AT THE EARLY YEARS (KINDERGARTEN-GRADE 4) LEVEL

1. Educational Guidance includes programs designed to:

   - build self-confidence and a sense of competence in dealing with academic/educational tasks;
   - develop and improve interpersonal communication skills for group membership;
   - provide support and follow-up for students with special academic needs.

2. Career Guidance includes programs designed to:

   - engender a basic awareness of career concepts;
   - assist students to recognize personal strengths, abilities and interests;
   - promote/encourage satisfaction in accomplishing cooperative tasks.

3. Personal/Social Guidance includes programs designed to:

   - develop self-esteem and self-confidence;
   - help students feel appreciated and valued;
   - develop the ability to communicate thoughts, needs, concerns, problems, etc.;

- promote understanding of self and of individual differences;
- foster communication skills by helping students learn how to relate to others positively;
- promote basic skills in problem-solving, self-management and decision-making in everyday life situations;
- develop personal safety concepts and skills (e.g., abuse prevention).

DEVELOPMENTAL GUIDANCE AT THE MIDDLE YEARS (GRADES 5-8) LEVEL

1. Educational Guidance includes programs designed to:
   - help students develop study skills, self-discipline and planning skills;
   - help students consider school program options related to careers;
   - monitor and support students experiencing academic difficulties (e.g., peer tutoring);
   - support potential drop-outs by helping them to develop the ability to cope with academic demands;
   - help ensure that students experience success in appropriate academic tasks.
2. Career Guidance includes programs designed to:
   - promote the exploration of self, the world of work, future training and education opportunities and other factors related to career planning and decision-making;
   - provide linkages between the student and the community and its resources.
3. Personal/Social Guidance includes programs designed to:
   - help students understand and cope with the wide range of individual differences at this age level (physical, emotional, social and intellectual). This involves:
     - fostering positive self-concepts and increasing an understanding of self and one's personal impact on others;

- promoting coping skills concerning individual differences and changes and conflict within oneself;

- promoting the ability to cope with feelings such as loneliness, anger, hostility and depression;

- helping students deal with peer pressures and relationships;

- promoting an understanding of group processes/dynamics;

- promoting skills for coping with home problems (e.g., divorce, separation, alcohol abuse, death, etc.) and the ability to seek stability and security in unstable or insecure environments;

- promoting personal safety skills;

. promote greater awareness of, tolerance for and sensitivity towards individual differences (e.g., colour, race, handicaps, other special needs);

. help students develop responsible independence, self-reliance, leadership skills and assertiveness;

. help students understand sexuality;

. help students develop their own responsible morals and values;

. help students develop self-confidence and self-esteem.

DEVELOPMENTAL GUIDANCE AT THE SENIOR YEARS (GRADES 9-12) LEVEL

1. Educational Guidance includes programs designed to:

. assist students in choosing appropriate academic programs;

. support students in pursuing academic programs or maintaining academic excellence;

. help students plan for post-secondary education;

. assist students in deriving a sense of involvement and relevance from their school experience.

2. Career Guidance includes programs designed to:

. assist students with making decisions, choices and plans for future work and education;

- help students assess and develop their own vocational interests, strengths and values;

- facilitate the transition to work or further education or training;

- promote awareness of changing social realities concerning occupations;

- assist students to develop interests and pursue leisure-time activities;

- encourage student involvement in the community outside the school.

3. Personal/Social Guidance includes programs designed to:

- provide students with a structure and a source of assistance for dealing with academic and social problems within the school;

- support students in their developing sense of identity and independence;

- assist students to develop the skills and attitudes necessary for gaining autonomy (e.g., assertiveness, critical judgement and leadership skills);

- assist students to develop the life skills of problem-solving, decision-making, time management, priority setting, planning, budgeting and independent living;

- help students to develop the necessary skills and attitudes for dealing with emotions (e.g., anxiety, rejection, loneliness, stress, alienation, depression, the need for independence, and so forth);

- assist students to develop the necessary skills, knowledge and attitudes for coping with the issue of chemical abuse;

- help build relationships between students (e.g., peer support programs);

- encourage students to develop respect for others and support them in adjusting to different social environments and cultural groups;

- support student efforts to define and develop a personal philosophy of life, including a sense of values and ethics;
- challenge students to develop critical thinking skills and apply them to moral values;
- enhance awareness and acceptance of differences in moral values;
- develop the capacity for love and personal commitment;
- develop more mature relationships with parents and family;
- develop a healthy sexuality.

Figure 3

V. DELIVERY OF GUIDANCE SERVICES AND PROGRAMS

A. PROVINCIAL STANDARDS

The school division/school has the responsibility to provide appropriate educational programs and services to meet the diverse guidance needs of all students. This involves the responsibility for assessing and assigning priorities to local needs within the context of provincial standards. These standards are based on the following assumptions about the role of the school:

- schools will offer every student the opportunity to seek clarification, assistance or information from a concerned, knowledgeable and competent adult within the school setting regarding career, educational and personal/social problem-solving or decision-making; students and their parents will have the opportunity to discuss the students' personal or social problems affecting school progress or adjustment and will be given assistance or information concerning sources of assistance outside the school, as necessary and appropriate;

- schools will monitor the attendance and overall progress of each student and will communicate with parents on a regular basis, particularly if problems begin to emerge;

- schools will provide information and assistance regarding course options and school program placement, including information about long-range implications of such choices;

- schools will provide students and their parents with necessary information and assistance regarding the transition from school to the world of work and further education or training, including information on available employment/academic options, entrance requirements, job qualifications, financial aid, and so forth.

Based on these assumptions, the following specific standards for guidance services are provided. The provision of adequate guidance services at the school level requires:

1. the availability of knowledgeable, trained staff to provide guidance services and programs;

2. an initial survey and report by the school division or school on student, parent and staff opinions concerning current guidance needs and directions (i.e., needs assessment and feedback), to ensure that guidance services are relevant to the needs of Early, Middle and Senior Years students, followed by similar surveys as needed;

3. instruction related to the guidance-oriented "Goals of Learning" (See Appendix B) on the following themes:

   - decision-making
   - self-understanding
   - understanding social relationships and roles
   - responsible lifestyle choices;

4. ongoing communication with parents concerning student progress;

5. a program of orientation for all new students and their parents, and the availability of counselling as required;

6. a program of orientation and the availability of counselling for all students at key transition points:

   - Pre-school to school
   - Early Years to Middle Years
   - Middle Years to Senior Years
   - Senior Years to post-secondary education or work;

7. a program directed at assisting all students to gain mastery of basic study skills;

8. the availability of programs and counselling for all students experiencing academic difficulty;

9. assistance to students and their parents regarding personal/social problems, including the dissemination of information concerning sources of help outside the school;

10. the availability of programs and counselling for all students who are at risk of not obtaining maximum benefit from their school experience;

11. a K-12 career development program with the following developmental focuses:

    - career awareness and orientation at the Early Years level
    - career exploration at the Middle Years level
    - career information and assistance in planning at the Senior Years level.

    This program should integrate the elements of self-understanding, understanding of the world of work, and career decision-making;

12. the dissemination of appropriate guidance-related information through various means such as libraries, resource centres, classrooms, displays, etc.;

13. a plan-of-action to be developed by the school guidance team to assist the school population and community in the event of a traumatic occurrence that affects the life of the school.

To emphasize once again: the provision of these guidance services are to be considered the responsibility of the entire school; they are not meant as a "job description" for the counsellor alone.

B. PLANNING AND IMPLEMENTING THE GUIDANCE PROGRAM

An annual cycle of guidance management at both divisional and school levels should consist of the following elements:

1. developing or reviewing the philosophical framework and statement of the school division's mission or goal concerning guidance delivery in the schools;

2. assessing and analyzing student needs, problems and opportunities;

3. determining program/service priorities;

4. setting long- and short-term objectives for programs;

5. determining delivery strategies and mechanisms; identifying and assigning the necessary human and material resources;

6. assigning tasks to work teams and individuals;

7. carrying out the proposed plans and activities;

8. appraising progress in realizing objectives;

9. setting new objectives.

C. THE GUIDANCE TEAM

The planning and delivery of guidance programs and services should involve the collaboration and cooperation of all members of the guidance team. The effective operation of this team is dependent on a clear definition of roles, responsibilities and program parameters. The effectiveness of the collaborative approach requires that:

1. priorities and objectives are agreed upon by the team;

2. a clear description of required actions, including target dates, are given;

3. staff members' roles and responsibilities are clearly delineated in writing and members clearly understand what performance is expected of them;

4. sufficient team planning and preparation time is allotted;

5. plans and expectations are realistic, specific and attainable; time allocations are realistic and reflect program priorities;

6. flexibility, professional autonomy and accountability are assumed and respected;

7. specific responsibility for supervising the design and implementation of programs is invested in one individual at the school division level (e.g., the supervisor or coordinator of guidance programming);

8. specific review, evaluation and improvement actions take place on a regular, ongoing basis, and at least annually;

9. plans for guidance programs take into account both provincial goal statements and local needs assessments and goal setting;

10. annual written plans for the guidance offerings be prepared and published at both the divisional and the school level, specifying the following:

    - program rationale
    - program objectives
    - activities or methods to be undertaken
    - staff responsibilities
    - time line/schedule/calendar
    - resources and budget requirements
    - methods of evaluation;

11. the master plan for guidance programs and services be assessed or reviewed annually.

Advisory and management committees can be appointed to provide direction and feedback on guidance programming. (See Appendix C.)

D. RESPONSIBILITIES OF THE MAJOR PARTNERS

The provision of guidance services and programs depends on the collaboration of the major partners:

- Manitoba Education and Training
- school divisions
- principals
- counsellors
- teachers
- support personnel (e.g., resource teachers, psychologists, social workers, public health workers, paraprofessionals, aides, volunteers, etc.)
- parents

The development and implementation of guidance programs and services is the responsibility of a variety of partners working together for the guidance of all students, at various stages of development. Specific responsibilities of each team participant must, however, be described in some detail.

1. Responsibilities of Manitoba Education and Training

- assists in, coordinates and provides leadership for the development of guidance programs/services at the provincial level;
- identifies general provincial goals, objectives and structures for guidance programs/services;
- supports the development, implementation and evaluation of guidance programs/services by providing consultation and financial resources;
- provides curriculum guides and program support for guidance;
- identifies strategies for the delivery of guidance programs/ services for particular grade levels and develops detailed support materials on specific topics where necessary;
- identifies approved texts and other learning materials;
- disseminates information;
- develops and maintains the necessary liaison with other provincial-level service departments and agencies;
- facilitates communication among school divisions;
- provides professional development opportunities on guidance and the guidance-oriented approach.

2. Responsibilities of the School Division

- sets appropriate goals and objectives in response to the needs of students and the values and expectations of the local community, consistent with provincial guidelines;
- ensures that guidance programs and services reflect developmental needs of students at the three levels (Early Years, Middle Years, Senior Years);
- provides adequate facilities, personnel and other resources to administer guidance services;

- facilitates the consultative/collaborative team approach to the planning, delivery and assessment of guidance programs and services;

- coordinates, facilitates and supervises the development, implementation and evaluation of its guidance program;

- identifies, designates and assigns staff and orients staff members in their roles, responsibilities and tasks;

- coordinates and facilitates professional development on guidance and the guidance-oriented approach;

- develops public relations plans and activities;

- coordinates guidance services and programs between/among the schools or "families" of schools within the division;

- coordinates and facilitates cooperation between the schools and the various community resource agencies and groups;

- ensures that a system is in place for the evaluation of guidance programs and services.

3. Responsibilities of the Principal

- ensures that the goals and objectives of the school's guidance program are formulated in consultation with the guidance team;

- ensures that the school is offering high quality guidance programs;

- ensures that a team approach to guidance is followed;

- requires/coordinates the development of an annual written guidance plan for the school;

- coordinates the assignment of tasks for the implementation of the school's guidance plan;

- meets with the staff on a regular basis to monitor the progress and evaluate the effectiveness of the guidance program;

- arranges for the availability of required facilities and resources;

- facilitates professional development on guidance and the guidance-oriented approach.

4. Responsibilities of the Counsellor

- provides expertise and direction in consultation with the principal and guidance team for the school's guidance program through articulated goals and objectives;
- acts as consultant to and coordinator of the guidance team, including teachers, administrators, parents and outside agencies;
- provides liaison between individuals and agencies outside the school;
- assists students both as individuals and in groups with their educational, career and personal/social development through counselling, consultation and coordination of resources and services;
- coordinates, facilitates and participates in professional development on guidance and the guidance-oriented approach;
- coordinates guidance program evaluation.

In order to make the most effective use of all personnel, skilled and professionally qualified counsellors should not be assigned tasks which could be performed equally well by aides, paraprofessionals or less qualified personnel. As well, counsellors should not be assigned tasks which should be performed by administrators. A mark of good guidance program management is that skilled counsellors are free to do the work they are specifically qualified to do, while other tasks are delegated to other staff. This demonstrates the principle of making strength productive, thereby also assuring maximum value to the division.

5. Responsibilities of Teachers

- advise and assist with the development and implementation of the school's guidance program;
- collaborate and consult with counsellors and other members of the guidance team regarding the developmental guidance needs of pupils;
- use a guidance-oriented approach to work with the student in the classroom on a daily basis;
- integrate appropriate guidance themes and objectives into the classroom curricula;
- identify and refer students in need of special assistance;

- act as advisors/listeners to individual students;
- participate in in-service programs to enhance their guidance skills;
- communicate with parents on a regular basis.

6. Responsibilities of Support Personnel

- implement aspects of the guidance program under the supervision of a qualified staff member;
- assist school staff members within the parameters of the school guidance program.

7. Responsibilities of Parents

- may serve as members of the Guidance Advisory Committee (see Appendix C);
- communicate with school personnel on a regular basis;
- support and participate in school guidance activities;
- provide feedback on guidance services;
- may serve as resources to the guidance program.

E. STRATEGIES FOR GUIDANCE DELIVERY

Strategies for the delivery of guidance services and programs within the school range from the basic provision of information on a self-serve basis, to the incorporation of developmental guidance topics within the classroom, to the facilitation of crises responses on a one-to-one basis. The following list, while by no means exhaustive, is meant to illustrate the possible range of program delivery methods.

1. Basic Information-Giving Approaches

- availability of information in a resource centre or library;
- distribution of literature (e.g., pamphlets, handouts, etc.);
- displays (e.g., college/university programs, social awareness themes, etc.);
- tours;

- large group/school activities and events (e.g., displays, college/university career days, career symposia, etc.);
- special informational sessions (e.g., Parent Nights, seminars on topics such as: "Orientation to the School," "The Credit System," "Financial Aid," etc.);
- class visitations by guest speakers;
- mini-courses, workshops or programs (e.g., "Planning Your High School Program," "Study Skills");
- comprehensive and varied school projects (e.g., focusing on disciplinary problems, racism, career planning, etc.).

2. Developmental Guidance Approaches

- homeroom teacher or staff advisor systems;
- conferences, workshops, lectures, seminars, symposia, colloquia, etc. (as single events or in series);
- workbooks (e.g., "Planning Your Career" booklets, etc.);
- credit courses;
- group guidance programs and courses at the Middle Years level;
- guidance units or materials within the context of regular classroom teaching;
- guidance orientation within regular curricula (e.g., the health curriculum);
- contract learning (self-initiated projects);
- standardized assessments (e.g., career counselling inventories);
- computerized guidance systems.

3. Counselling/Consultation

- peer helping, teacher aide or volunteer/facilitator program;
- group counselling appropriate to specific target groups and needs;
- conferences with staff or parents, consultation sessions or case conferences;
- individual counselling related to educational and career goals and to specific problems.

F. QUALIFICATIONS OF COUNSELLORS

Schools require well-trained counsellors with suitable personal qualities. School divisions should ensure that staff members assigned to counselling duties are professionally competent.

1. Personal Qualities

Personal characteristics of the successful counsellor, as identified by research literature, include (B. Shertzer and S. Stone, 1981, pp.131-139):

- interest in people;
- friendliness;
- patience;
- sensitivity to others' attitudes and reactions;
- emotional stability and security;
- objectivity;
- trustworthiness;
- dependability;
- personal maturity;
- belief in the value of each individual;
- alertness to the world;
- open-mindedness;
- understanding of self;
- professional commitment;
- professional expertise.

Over the past thirty years research has also identified crucial conditions in the counselling relationship (C. B. Truax and R. R. Carkhuff, 1967). This research shows that effective counselling is characterized by:

- respect, warmth and caring for the individual;
- sincerity or authenticity;

- concreteness and specificity (as opposed to abstractness or intellectualization).

In addition to these personal qualities, the role of the guidance counsellor demands proficiency in other important skills, including the ability to:

- gather and organize information;
- develop curriculum projects;
- coordinate the guidance-related activities of other professionals;
- demonstrate leadership;
- communicate;
- provide expertise in systematic problem-solving.

2. Professional Qualifications

School counsellors should be professionally qualified to carry out the complex and specialized function demanded of them. It is recommended that professional counsellors seeking employment in Manitoba schools be required to attain a prescribed minimum level of professional education, with knowledge or experience in the following areas:

- child and/or adolescent psychology;
- organization and administration of guidance services;
- theory and practice of counselling;
- ethical issues in counselling;
- group work;
- career development;
- student appraisal and testing;
- research and evaluation methods;
- a supervised practicum.

Importantly, in a pluralistic society, counsellors must also be well-trained in cultural differences and must respect the ethical and moral values of families. They must be sensitive to the needs of students from a variety of cultural backgrounds.

G. IN-SERVICE PROGRAMS FOR STAFF INVOLVED IN GUIDANCE

It is imperative that all staff members involved in the provision of guidance services and programs receive the required in-service training and professional development. This includes classroom teachers, who have an important role to play in a school's guidance program. School divisions must ensure that adequate release time and financial support are available to allow staff members to acquire the necessary information to develop the requisite skills.

In-service education may be provided at the school level, at the divisional level, or at the regional and provincial levels through a variety of methods, including:

- individualized research and study;
- peer consultation groups;
- visitation, exchange and observation opportunities;
- development of local resources or materials;
- conferences, workshops and seminars;
- university courses in faculties of education and in other faculties.

The faculties of education at Manitoba universities have an important role to play in professional development.

H. EVALUATION

1. Program Evaluation

School divisions are responsible for ensuring that guidance services and programs at the school level are evaluated on a regular, ongoing basis, and at least annually.

The purpose of evaluation is the constant improvement of services so that they remain dynamically responsive to the changing needs of students, the school and society. Consequently, evaluation should be seen as an integral part of the cycle of needs assessment, objective setting and program delivery.

The general model of program evaluation can be graphically portrayed:

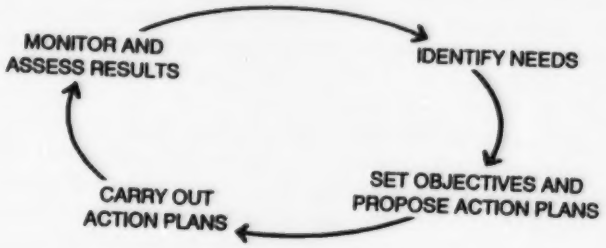

Figure 4

One illustration of this cycle in actual operation at the school level follows:

a. guidance team members and the supervisor meet to discuss, in general terms, the priorities, goals and objectives for the guidance program;

b. statements of specific goals and areas of work are drafted;

c. team members and the supervisor together discuss these plans and modify them as necessary;

d. the team carries out the plans;

e. team members and the supervisor confer regularly to monitor progress;

f. team members and the supervisor confer near the end of the cycle to assess the extent to which the overall guidance program is achieving its purposes and to formulate new plans. Well-designed research studies on the effectiveness of all aspects of the guidance program (e.g., the group counselling program, the information service, etc.) should be encouraged.

The evaluation process itself must be evaluated at both divisional and school levels on a regular basis to ensure that it is adequate for its purpose.

2. Evaluation of Counsellors

The purpose of counsellor evaluation is to improve the counsellor's skills through the identification of ways to improve program and service systems, environments or behaviours. Moreover, evaluation must be linked to a concrete plan for individual and group professional development and to specific follow-up objectives and activities. Counsellors must not be evaluated on criteria which are outside their job descriptions; evaluation

must be limited to expectations which have been set forth in advance and which are clearly understood by the members. The person being evaluated must play an active role in determining the specifics of the evaluation system.

While some areas of counsellor evaluation may not differ greatly from the evaluation of regular teaching staff, the evaluation of the individual's performance as a counsellor requires the expertise of a supervisor qualified in counselling. Since the skills of counselling are complex and specialized, the evaluation supervisor must have expertise in counselling and in assessing the levels of competence of other practitioners.

Methods of counsellor evaluation include:

- clinical supervision/evaluation by a supervisor who is qualified and competent to evaluate;
- feedback from students, staff and parents using survey techniques;
- counsellors' logbooks or diaries of activities (taking care to protect confidentiality).

VI. CONCLUSION

School guidance services play an important role in the conservation and development of human resources and contribute to the full development of each person's potential. In order to provide adequate guidance services in Manitoba schools, certain conditions and practices are required. These include a vision of the school's role in promoting the educational, career and personal/social development of individuals, a common understanding of terms, clearly articulated goals, and efficient and effective management. It is hoped that this document, in its articulation of these elements, will provide practitioners and decision-makers with direction and assistance in their continuing efforts to achieve excellence in guidance services.

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APPENDIX A

DECISION-MAKING AND PROBLEM-SOLVING

Developmental guidance programs frequently emphasize the decision-making and problem-solving processes.

Gelatt and Brew (1980) identify six major ingredients of the decision-making process:

- IDENTIFICATION OF CRITICAL DECISION POINTS.
- RECOGNITION AND CLARIFICATION OF PERSONAL VALUES.
- IDENTIFICATION OF ALTERNATIVES AND CREATION OF NEW ONES.
- SEEKING, EVALUATION AND UTILIZATION OF INFORMATION.
- TAKING THE APPROPRIATE RISKS.
- DEVELOPMENT OF PROBABILITIES TO GUIDE DECISION-MAKING.

Brammer (1985) outlines specific steps in the rational problem-solving process:

- STATE OR CLARIFY THE PROBLEM.
- TRANSLATE THE PROBLEM INTO GOAL STATEMENTS.
- DETERMINE AND EXPLORE ALTERNATIVES.
- GATHER RELEVANT INFORMATION.
- EXPLORE IMPLICATIONS AND CONSEQUENCES OF ALTERNATIVES.
- CLARIFY VALUES THAT UNDERLIE PERSONAL CHOICES.
- RE-EXAMINE GOALS.
- DECIDE ON AN ALTERNATIVE.
- TRY OUT THE ACTION PLAN.
- RE-EVALUATE IN THE LIGHT OF NEW INFORMATION OR CHANGING CIRCUMSTANCES.

APPENDIX B

GUIDANCE AND THE "GOALS OF LEARNING" FOR MANITOBA SCHOOLS

The formation and articulation of guidance goals is a process of progressive refinement, elaboration and/or adaptation, beginning at the provincial level and expanding to the school division level and finally to the level of the individual school. Essentially, the "Goals of Learning" for Manitoba schools (Administrative Handbook for Manitoba Schools, 1988, Section 1.1.00) give orientation to the goals of guidance services:

"Through the school program, the student should demonstrate an increasing ability to:

14. Make informed and rational decisions. This capacity includes increasing ability in the skills of inquiry, analysis, synthesis, and evaluation. These skills involve:

    14.1 gathering and organizing specific factual information, observing events, measuring properties and rates of change, and classifying events, objects, and ideas;

    14.2 assessing information communicated by all forms of expression:
    (a) distinguishing between fact and fiction; primary and secondary sources; correlations and causation; direct statement and implied meaning;
    (b) recognizing bias and prejudice;
    (c) making systematic comparisons;...

15. Develop a basic understanding of his/her physical and emotional nature by:

    15.1 recognizing and responding effectively to his/her individual strengths and weaknesses within the context of an expanding range of interests, skills, and abilities;

    15.2 demonstrating an acceptance and understanding of bodily changes and the shifting of social relationships and emotional adjustments associated with the onset of puberty;

    15.3 developing habits which contribute to independent problem solving and responsible behaviour;

    15.4 developing positive ways of dealing with peer group influence, institutional pressure, and bias and prejudice;

16. Exhibit habits of safe and responsible behaviour toward self and others;...

18. Develop an understanding of social relationships, and interact effectively with others by:

    18.1 recognizing the interdependence of all people--people in specialized roles and people in the various roles which the individual plays as a family member, student, worker, and citizen;

    18.2 examining and considering responsible lifestyle choices related to work, society, and family within the context of his/her personal interests, capacities, and values;

19. Develop knowledge of and reasoned pride in community and in Canada, and an understanding and empathy for social and cultural groups different from one's own;

20. Make decisions based on a personal value system which recognizes both the priorities of his/her society and the integrity of the individual;

21. Make the transition from school to employment and/or post-secondary education by:

    21.1 assessing personal interests, values, and capacities related to work and education;

    21.2 understanding the dynamics of group behaviour in a work situation;

    21.3 knowing that prerequisite competencies are needed for a wide range of occupations and educational programs;

    21.4 knowing the available resources for secondary and post-secondary education and/or preparation for work;...

    21.6 assessing a variety of projected changes of a social, technical, and economic nature that may affect patterns in education and work;

    21.7 developing the primary knowledge and basic skills needed to enter a chosen area of post-secondary education and/or a chosen area of initial employment."

All areas of the school program play a part in the attainment of these goals. Guidance is the concern of all school staff members. Indeed, such subjects as language arts, social studies, home economics and health in particular have direct and substantial guidance implications.

With respect to specialized guidance services, the Administrative Handbook singles out life skills (sect. 1.2.02.05) and career development (sect. 1.2.02.08) as areas for which the school's guidance program has particular responsibilities.

APPENDIX C

GUIDANCE ADVISORY COMMITTEES AND MANAGEMENT TEAMS

A well-planned Guidance Advisory Committee may make a contribution to the school division's program. The basic function of such a committee would be to review the division's guidance services and programs and to advise and make recommendations concerning their operation. Its mandate might include specific objectives:

- to assist in needs assessments;
- to assist in framing goals and objectives;
- to decide upon priorities among the goals and objectives;
- to propose and organize activities and projects;
- to assist in the implementation of activities and projects;
- to determine methods of evaluation;
- to advise and assist in matters related to staff in-service and training;
- to propose program revisions.

The membership of an advisory committee might consist of 8 to 12 individuals drawn from groups such as:

- instructional staff;
- school administrators;
- school counsellors;
- students;
- parents (Home and School/Parent-Teacher Federation);
- trustees;
- local health personnel;
- school division administration;
- support personnel such as resource teachers, psychologists or social workers;

- community members (especially drawn from groups with an active concern for children and youth; e.g., clergy, business sector, law enforcement officers, recreation workers, etc.).

Along with forming a Guidance Advisory Committee which includes parents and students as well as professional staff members, school divisions may find it useful to create a Guidance Management Team with representation from key personnel such as school superintendents, directors of student services, selected principals and counsellors. The purpose of this group would be to act as a "think tank" to solve critical problems and to serve as consultants to the superintendents and school boards on matters related to the management of guidance services and programs within the division.

APPENDIX D

A SAMPLE ROLE DESCRIPTION FOR A SCHOOL COUNSELLOR

Please note that the following is not intended as a standardized provincial job description for counsellors. This role description is given for the purposes of illustration only. A counsellor's actual job description will be formulated at the divisional or school level and will reflect local needs and directions.

1. Services of the Counsellor to Students:

   - provides programs relevant to student needs (e.g., personal/social skills development, career education, training in life-planning and problem-solving abilities, etc.);
   - arranges school orientations;
   - counsels individuals and groups in self-understanding, problem-solving and decision-making, encouraging individual excellence, self-fulfillment and social development;
   - assists students in understanding the world of work;
   - assists students in understanding the world of post-secondary education;
   - interprets student assessments;
   - arranges referral to and follow-up with social agencies.

2. Services of the Counsellor to School Administrators and Teachers:

   - provides expertise and direction in consultation with the guidance team for the school's guidance program;
   - consults with and coordinates the guidance team;
   - coordinates, organizes, administers and evaluates guidance services;
   - develops profiles of school populations (e.g., descriptions of aptitudes, achievements, interests, etc.), providing feedback for the school's curriculum development process;
   - assists teachers in incorporating guidance objectives and themes in the regular curriculum;
   - offers consultation in the application of learning principles and in personality development;

- assists teachers in dealing with students, both individually and in groups, through understanding the general stages of development and the difficulties of individual students;

- helps teachers to learn when and how to refer students;

- prepares reports or background information on individual students to assist in individual service provision;

- coordinates or assists with follow-up research studies on school graduates or school drop-outs;

- coordinates, facilitates and participates in guidance-oriented staff professional development;

- coordinates school guidance program evaluation.

3. Services of the Counsellor to Parents:

   - offers orientation to the school and its guidance services and programs;

   - provides consultation regarding the educational, career and social/personal development of the child;

   - initiates dialogue with parents on a regular basis;

   - arranges referral to outside agencies where applicable or necessary.

4. Services of the Counsellor to the Community:

   - directs liaison with local employers;

   - maintains liaison with staff of referral or resource agencies (e.g., Child Guidance Clinic, social service agencies, etc.).

APPENDIX E

A GUIDANCE PROGRAM EVALUATION CHECKLIST

1. There is a written statement of the school's philosophy and major goals relating to guidance.

2. There is a formal process in place for establishing priorities, setting program objectives and planning activities.

3. A written plan for the guidance program is prepared annually.

4. The planning process involves all appropriate persons.

5. Plans and expectations are realistic, specific and attainable; time allocations are realistic and reflect program priorities.

6. There is an annual review of the guidance plan.

7. Specific responsibility for supervising the design and implementation of guidance programs is invested in one individual at the school division level (e.g., the supervisor or coordinator of guidance programming).

8. A formal assessment of needs/concerns--especially of students and parents--is conducted periodically in order to define directions for the guidance service.

9. A clear description of required actions, including the identification of target dates and responsible staff, is given.

10. All members of the school staff collaborate on the provision of guidance services.

11. Staff members' roles and responsibilities are clearly delineated in writing and members clearly understand the performance expected of them.

12. Sufficient team planning and preparation time is allotted.

13. Priorities and objectives are agreed upon by the team.

14. Trained staff are available to provide guidance services and programs.

15. Counsellors are professionally qualified.

16. The school counsellor provides special expertise to the guidance team.

17. The role and job descriptions of counsellors are clearly set forth and are communicated to students, teachers, staff and parents.

18. Planned guidance strategies and activities are carried out.

19. The school provides developmental guidance activities in such areas as decision-making, self-understanding, career planning, etc.

20. Guidance activities are appropriate to the developmental level of the students.

21. The needs of all students are considered in program planning (e.g., students with disabilities, minority groups, gifted students, etc.).

22. Special programs and counselling services are provided to "at risk" students.

23. There are adequate facilities and resources for the program.

24. There is an adequate budget for the program.

25. Specific review, evaluation and improvement actions take place on a regular ongoing basis, and at least annually.

26. A developmental K-12 career education program is provided.

27. Students are provided with orientation at important transition points (e.g., upon entering high school, before early leaving, before graduation, etc.).

28. Students experiencing personal/social problems which interfere with school, and their parents, are provided with assistance or referral information.

29. Referral networks are in place for students with special needs or problems.

30. The school has a "crisis management" plan in place.

31. Students experiencing academic difficulty are identified and provided with assistance.

32. Study skills assistance is available for all students.

33. There is an ongoing system of communication with parents regarding student progress.

34. An up-to-date and comprehensive service is maintained to assist students with career, educational and social/personal decision-making and planning.

35. The guidance program offers teachers and parents consultation regarding their pupils/children.

36. There is an adequate "public relations" effort to ensure that students, staff, parents and the community understand the guidance program.

37. There is good communication between the school and the various community agencies which serve the school.

38. Planning for the professional development of all members of the guidance team takes place.